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**Wiki #5**

**10/23/11**

**Annotated Bibliography**

DomNwachukwu, C.S. (2005). Standards-Based Planning and Teaching in a Multicultural Classroom. *Multicultural Education,* 13(1) 40-44. Retrieved from ERIC database.

This article suggests how easy it is for “teachers to develop standard-based lessons across various disciplines and effectively weave multicultural education into them.” This approach will give students a better understanding of their cultural backgrounds and produce the “highest level of cultural integration.” However, he warned that teachers need to be culturally educated and know their students cultural backgrounds. In this article James Banks mentioned four levels of multicultural education which include “contributions, additive, transformational, and social action approaches.” Mr. Banks indicated that the teacher should infuse students’ cultural information into their lesson plans. They can be included in cultural holiday themes, local or national heroes of the curriculum for students to relate to, this is known as the contributions approach. The additive approach includes the addition of “concepts, themes, and perspectives that are multicultural without changing the structure of their instructional materials.” The third approach which is known as the transformative approach “requires teachers to change the structure of their curriculum to enable students to engage concepts, issues, events, and themes from a multicultural perspective.” The social action approach encourages students “to make decisions on important social issues and take action to help solve them.”

Greif Green, J. L., Kim, S. K. B., & Klein, E. F. (2006). Using storybooks to promote multicultural sensitivity in elementary school children.*Journal of Multicultural Counseling and Development,*34(4), 223-223-234. Retrieved from <http://search.proquest.com/docview/235997477?accountid=7286>

This article focuses on the importance of the use of storybooks to support cultural awareness in the classroom. Storybooks help allow educators “to promote multicultural sensitivity among elementary school children.” This research reports how storybooks on multiculturalism can have a great impact on student’s learning in the classroom. According to scholars, instilling multicultural sensitivity is an important part of helping children develops a strong social competence, especially given an increasingly diverse society. Additionally, storybooks “can provide new information and insights, facilitate learning and problem solving, communicate values, and build relationships that can be valuable for children to effectively cope with these types of problems.” Some of these stories might include fairytales, or folktales which many children will be able to relate to as part of their cultural backgrounds. Children gain a sense of belonging and respect when their culture is recognize through storytelling.

Mc Clean, M. (1996). Creating a multicultural community in the classroom. *Caribbean Today,* 13. Retrieved from <http://search.proquest.com/docview/196881141?accountid=7286>

This article discusses the strong need for exposing students to “materials which reflect the various cultures and ethnic groups of America.” The exposure to these materials allow students to further their ethnicity and cultural background. Both teachers and students need to be culturally aware and tolerant of each other’s background. McClean discussed about the need for instilling and incorporating cultural awareness in the “curriculum yearlong” is critical for everyone in the classroom and urged that recognizing student’s ethnicity once a month is just not enough. She indicated that cultural diversity exists not just within the wider society, but right in the classroom and the need to build tolerance and promote harmony is necessary to maintain a healthy and beneficial classroom environment. One good way to start promoting a better state of understand and begin this tough challenge is create a better understanding of students and teachers and diffuse the assumptions both teachers and students hold of each other.

Singer, A. (2010). Why multiculturalism still matters.*Race, Gender & Class,*17(1), 10-22. Retrieved from <http://search.proquest.com/docview/312320874?accountid=7286>

This extensive study explores the need for multicultural tolerance. Mr. Singer explain in his article the need for “workshops or classes are used to increase student and staff sensitivity towards others and respect for cultural differences.” The implementation of workshops and classes on diversity and multiculturalism will create a sense of respect, increase student’s sensitivity towards each other, and promote cultural awareness in the classroom. Additionally, Mr. Singer indicated that including only one lesson once a year does not justify or recognize each student’s cultural background and the role culture plays in student’s learning.

Vijaykar, M. (2001). The New Americans: A universal curriculum can counter racism.*India Currents,* 15(8), 12-12. Retrieved from <http://search.proquest.com/docview/194649002?accountid=7286>

Mona Vijaykar suggests in her article that schools need to create a universal curriculum to promote cultural awareness. She warned since the tragic incident on September 11, many children have abandoned their cultural in the fear of being “un-American!” Her article gives a great insight as how we as educators are responsible for creating and changing “the way the world perceives America, and the way we perceive the world, by creating a more informed generation.” She indicated that we need a “universal approach to education,” this will allow students to feel comfortable and less intimidated about their own cultural background. This well researched article gives a different twist on children need to learn that America was built by immigrants and “those immigrants, have contributed to progress in technology and scientific research that our country is founded on. Immigrant’s efforts to pay our way in society must be recognized in the curriculum as present day heroes. It is not enough that they are celebrated in business and trade magazines; our children need to be aware of them.”